

# **External Review Team (ERT) Report Instrument**

## **Office of Federal and State Accountability Division of Accountability**



South Carolina  
Department of Education

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School: Chestnut Oaks Middle School      District: Sumter 17

Principal: Cornelius Leach, Ed.D.      Superintendent: Zona Jefferson

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**The following information must be included in the rationale:**

- **Summary of demographic information from 2007 School Report Card  
School Profile (students, teachers, school)**

Chestnut Oaks Middle School officially opened its doors in August 1999. It housed sixth, seventh and eighth grade students. In August 2007 the campus of Chestnut Oaks Middle School became the home to the Sixth Grade Oaks Academy and Chestnut Oaks Middle School. The campus is now divided between 168 sixth graders attending the Academy and 345 seventh and eighth graders at Chestnut Oaks Middle School. Utilizing the 2007 School Report Card 513 students attended Chestnut Oaks Middle School (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade).

The number of teachers at Chestnut Oaks Middle School during the 2006-2007 school year was 41. From this number 29.3% of these teachers held advanced degrees and 61% were continuing contract teachers while 25.7% were teachers with emergency or provisional certificates. The teachers with emergency or provisional certificates were up by approximately 13%. The teacher retention rate was up by one and two-tenths percent. At the time of the 2007 School Report Card, our principal had been in place for two years.

- **Population diversity (refer to Performance of Student Groups)**

Of those 513 students 253 (49%) were male students while 260 (51%) were female. The number of students at Chestnut Oaks Middle School who were African American was 463 (90%) with the number of Caucasian 44 (9%) and six (1%) were Hispanic. The attendance rate during this school term was 93.3% which was down from the year before by two percent. The number of retentions decreased from 5.4 % to 1.8% and the suspensions or expulsion dropped by one-tenth. The number of students older than the norm for their grade was down from 15.2% to seven percent.

- **Free/reduced lunch (refer to Performance of Student Groups)**

Eighty-seven percent of the students at Chestnut Oaks Middle School received free or reduced lunch during the 2006-2007 school year.

- **Three years of data in chart format**
- **Test Data (PACT/HSAP/EOC Exams)**

PACT Data for three years

English/Language Arts								
Year	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
2005	6	220	99.1	65.8	27.2	6.4	0.5	6.9
	7	193	100.0	51.7	45.0	3.3	0.0	3.3
	8	178	98.9	49.7	43.6	6.1	0.6	6.7
2006	6	182	99.5	45.7	41.5	11.6	1.2	12.8
	7	212	99.1	54.9	40.0	5.1	0.0	5.1
	8	189	100.0	48.8	45.3	5.8	0.0	5.8
2007	6	168	100.0	58.1	32.9	9.0	0.0	9.0
	7	150	100.0	47.4	41.5	11.1	0.0	11.1
	8	195	100.0	52.2	39.4	8.3	0.0	8.3
Math								
Year	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
2005	6	220	100.0	38.2	44.6	12.3	4.9	17.2
	7	193	100.0	52.8	37.8	6.7	2.8	9.4
	8	178	99.4	57.3	39.6	2.4	0.6	3.0
2006	6	182	100.0	31.1	51.2	14.6	3.0	17.7
	7	212	100.0	47.4	43.4	8.2	1.0	9.2
	8	189	100.0	65.7	31.4	1.7	1.2	2.9
2007	6	168	100.0	41.9	45.8	9.0	3.2	12.3
	7	150	100.0	47.4	40.7	8.1	3.7	11.9
	8	195	100.0	61.1	35.0	3.3	0.6	3.9

(In August 2008 the sixth grade became The Sixth Grade Oaks Academy which is a separate school. The Sixth Grade Oaks Academy is located on the campus of Chestnut Oaks Middle School.)

PACT Continued

Science								
Year	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
2005	6	220	99.6	70.4	21.2	6.4	2.0	8.4
	7	193	100.0	61.1	31.1	6.7	1.1	7.8
	8	178	99.4	64.6	31.7	3.0	0.6	3.7
2006	6	181	100.0	71.3	23.8	3.7	1.2	4.9
	7	212	100.0	74.5	19.4	5.6	0.5	6.1
	8	189	100.0	68.0	27.9	2.3	1.7	4.1
2007	6	84	100.0	65.4	25.6	5.1	3.8	9.0
	7	150	100.0	57.8	31.1	6.7	4.4	11.1
	8	99	100.0	65.6	31.1	2.2	1.1	3.3
Social Studies								
Year	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
2005	6	220	99.6	51.2	36.0	8.9	3.9	12.8
	7	193	100.0	72.2	21.7	4.4	1.7	6.1
	8	178	99.4	63.4	32.9	3.7	0.0	3.7
2006	6	181	100.0	46.3	39.6	10.4	3.7	14.0
	7	212	100.0	74.0	23.5	2.0	0.5	2.6
	8	189	100.0	72.1	25.6	1.7	0.6	2.3
2007	6	84	100.0	45.5	45.5	6.5	2.6	9.1
	7	150	100.0	66.7	23.0	7.4	3.0	10.4
	8	96	100.0	48.9	48.9	2.2	0.0	2.2

(In August 2008 the sixth grade became The Sixth Grade Oaks Academy which is a separate school. The Sixth Grade Oaks Academy is located on the campus of Chestnut Oaks Middle School.)

➤ **Additional data pertinent to your school**

MAP information Fall 2007/Winter 2007/Spring 2008  
Math

Fall 2007		Winter 2007		Spring 2008	
7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>BB---110</b>	<b>BB--95</b>	BB---101	BB--85	<b>BB-74</b>	<b>BB-78</b>
<b>B-33</b>	<b>B--28</b>	B-35	B--40	<b>B-70</b>	<b>B-49</b>
<b>P-4</b>	<b>P--3</b>	P-7	P--3	<b>P-13</b>	<b>P-2</b>
<b>A-0</b>	<b>A--0</b>	A-1	A--2	<b>A-1</b>	<b>A-3</b>
<b>Math Scoring Basic or Above—Spring 2008</b>					
7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
37	31	43	45	84	54
<b>68</b>		88		<b>138</b>	

ELA

Fall 2007		Winter 2007		Spring 2008	
7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>BB---85</b>	<b>BB--78</b>	BB---91	BB--73	<b>BB-54</b>	<b>BB-53</b>
<b>B-58</b>	<b>B-- 42</b>	B-55	B--47	<b>B-90</b>	<b>B-69</b>
<b>P-7</b>	<b>P--8</b>	P-3	P--7	<b>P-4</b>	<b>P-13</b>
<b>A-0</b>	<b>A--0</b>	A-0	A--2	<b>A-0</b>	<b>A-1</b>
<b>ELA Scoring Basic or Above—Spring 2008</b>					
7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
65	50	58	56	94	83
<b>113</b>		114		<b>177</b>	

Discipline Data

Chestnut Oaks Middle School participated in PBIS this school year (07-08). Positive Behavior Intervention and Support (PBIS) is a program that has also helped our teachers to refocus our students on their academics and achievement in the classroom. The PBIS program has allowed us to incorporate many strategies and methods that have helped decrease the amount of time lost in classrooms on disruptions. Students are awarded “Falcon Bucks” when they exhibit one of the characteristics from our SOAR motto (**S**eeK excellence, **O**pt for good manners, **A**ctivate Listening and **L**earning Skills, **R**espect self and others.) We have seen a decrease in the amount of discipline this year versus last year.

	<b>2006-2007 # of referrals</b>	<b>2007-2008 # of referrals</b>	<b>Difference</b>
<b>1/18/08</b>	7 <sup>th</sup> Grade--606	7 <sup>th</sup> grade—255	<b>351 less</b>
	8 <sup>th</sup> grade—417	8 <sup>th</sup> grade—289	<b>128 less</b>
<b>2/4/08</b>	7 <sup>th</sup> Grade--730	7 <sup>th</sup> grade—319	<b>411 less</b>
	8 <sup>th</sup> grade—500	8 <sup>th</sup> grade—324	<b>176 less</b>

The number referred for expulsion also dropped. Expulsion hearings for 2007-2008 through February 6, 2008 were 11 students with one student actually being expelled. The number referred for expulsion during the same time frame in 2006-2007 was 21 with 7 students actually being expelled.

This past school year we also implemented academic attire. The students chose the color polo shirt that they would wear to represent their grade level. The students in 7<sup>th</sup> grade chose powder blue polo shirts and the 8<sup>th</sup> grade students chose Kelly green. The students were asked to wear their academic attire which consisted of their polo shirts and either khaki or blue pants. Students who wore their academic attire were given incentives for wearing the academic attire. The goal was for students not to focus or spend time on other's attire. The number of classroom disruptions has been reduced and teachers have been able to increase time spent on instruction.

#### **Summary of process used to develop the FSRP and the persons involved**

After careful review of the 2007-2008 Focused School Renewal Plan, we looked at the goals that had been set. At the time the documentation for satisfactory implementation was due; our goals had not been met. Our testing cycle began on March 3, 2008. After completion of MAP testing we collected and analyzed our data. We realized that we had exceeded our goals in both ELA and math. Knowing that we would be able to meet the goals and with careful consideration to due dates, we once again reviewed the Spring 2008 MAP data in ELA and math. Utilizing this data we determined our expectations and goals would be based on this information. We calculated the number of students needed to move in both ELA and math in order to reach expected progress. The strategies were based from these goals.

The persons involved in creating the 2008-2009 Focused School Renewal Plan were Dr. Cornelius Leach, Principal; Bertha Timmons, Curriculum Coordinator; Pamela Rhodes, Literacy Coach; Dr. Yvonne Barnes, Assistant Superintendent for Instruction; and Sharon Cheek, Curriculum Resource Teacher.

#### **Narrative of how selected goals will enable the school to meet expected progress**

In order to meet standard on the PASS in all content areas, students must be able to read key material fluently, skillfully, strategically, and critically. Instructional Goal One will enable the school to meet expected progress by:

- Teaching students how to understand and remember what they read.
- Teaching and encouraging higher order thinking skills consistently.
- Providing students the cognitive strategies they need to understand the core written information in the particular content area.
- Equipping teachers with a repertoire of tools and strategies.
- Exposing students to the best possible samples, those that are "just-right" texts and critical documents that can ignite genuine interest and curiosity.

Instructional Goals Two and Three focus on using the Measures of Academic Progress (MAP) data to make informed decisions regarding instruction. The data received from the MAP test is a closely aligned predictor of how students will perform on the PASS. The information received from the MAP test in reading and math allows staff to analyze each student's results and correlate it to the performance dimensions of PASS. Utilizing this information allows the staff to monitor and adjust to the students' instructional needs.

# School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

<p style="text-align: center;"><b>August 2008</b></p> <p>Professional Development: I Can Learn Lab training Weekly Data Analysis Meetings</p> <p>Other: Purchase Orders Spring 2008 MAP scores distributed Utilize the Approved Curriculum to support instruction Purchasing supplies to support the approved curriculum Grade level bi-monthly meetings Monthly Department Meetings Weekly Review of Lesson Plans Data Wall development Incorporate the Classworks Program into schedules</p>	<p style="text-align: center;"><b>September 2008</b></p> <p>Testing: MAP Fall Testing, STAR Fall Testing</p> <p>Professional Development: MAP Training Accelerated Reader Promethean Board Training Weekly Data Analysis Meetings</p> <p>Other: Purchase Orders Grade level bi-monthly meetings Monthly Department Meetings Weekly Review of Lesson Plans Fall MAP scores distributed Using NWEA DesCartes program to develop personalized instruction for students Using the Approved Curriculum for Instruction Using PACT results-disaggregate data Data Wall continued Setting SMART goals for core content Data Analysis Notebook development Setting Goals with students—form to be completed TAP Cluster Meetings NCS Mentor Training</p>
<p style="text-align: center;"><b>October 2008</b></p> <p>Testing: Benchmark 1</p> <p>Professional Development: Academic Vocabulary Training Read-Aloud Differentiated Instruction Weekly Data Analysis Meetings STAR Testing Training</p>	<p style="text-align: center;"><b>November 2008</b></p> <p>Professional Development: Academic Vocabulary Training Read-Aloud Differentiated Instruction Weekly Data Analysis Meetings</p>

<p style="text-align: center;"><b>October 2008 continued</b></p> <p>Other: Purchase Orders  Grade level bi-monthly meetings  Monthly Department Meetings  Weekly Review of Lesson Plans  Fall MAP scores distributed  Disaggregate Fall MAP scores  Using NWEA DesCartes program to develop personalized goals for students  Using the Approved Curriculum for Instruction  Data Wall continued  Review SMART goals for core content  Spring PACT results—disaggregate data  Benchmark results-disaggregate data  Instructional Strategies Meetings to improve benchmarks  Fall District Writing Sample  Data Analysis Notebook continued  TAP Cluster Meetings</p>	<p style="text-align: center;"><b>November 2008 continued</b></p> <p>Other: Grade level bi-monthly meetings  Monthly Department Meetings  Weekly Review of Lesson Plans  Data Wall continued  Review SMART goals for core content  Data Analysis Notebook continued  TAP Cluster Meetings</p>
<p style="text-align: center;"><b>December 2008</b></p> <p>Testing: MAP Winter Testing  STAR Testing</p> <p>Professional Development: Academic Vocabulary Training  Read-Aloud  Differentiated Instruction  Weekly Data Analysis Meetings</p> <p>Other: Grad Grade level bi-monthly meetings  Monthly Department Meetings  Weekly Review of Lesson Plans  Winter MAP scores distributed  Disaggregate Winter MAP scores  Using DesCartes to develop personalized instruction for students  Using the Approved Curriculum for Instruction  Data Wall continued  Review SMART goals for core content  Data Analysis Notebook continued  TAP Cluster Meetings</p>	<p style="text-align: center;"><b>January 2009</b></p> <p>Testing: Benchmark 2</p> <p>Professional Development: Academic Vocabulary Training  Read-Aloud  Differentiated Instruction  Weekly Data Analysis Meetings</p> <p>Other: Grade level bi-monthly meetings  Monthly Department Meetings  Weekly Review of Lesson Plans  Benchmark results-disaggregate data  Instructional Strategies Meetings to improve benchmarks  Data Wall continued  Review SMART goals for core content  Data Analysis Notebook continued  TAP Cluster Meetings</p>



<p style="text-align: center;"><b>February 2009</b></p> <p>Testing: STAR Testing</p> <p>Professional Development: Academic Vocabulary Training Read-Aloud Differentiated Instruction Weekly Data Analysis Meetings</p> <p>Other: Grade level bi-monthly meetings Monthly Department Meetings Weekly Review of Lesson Plans Spring MAP scores distributed Disaggregate Spring MAP scores Using NWEA DesCartes program to develop personalized instruction for students Using the Approved Curriculum for Instruction Data Wall continued Review SMART goals for core content Data Analysis Notebook continued TAP Cluster Meetings</p>	<p style="text-align: center;"><b>March 2009</b></p> <p>Testing: Benchmark 3 MAP Spring Testing</p> <p>Professional Development: Academic Vocabulary Training Read-Aloud Differentiated Instruction Weekly Data Analysis Meetings</p> <p>Other: Grade level bi-monthly meetings Monthly Department Meetings Weekly Review of Lesson Plans Benchmark results-disaggregate data Instructional Strategies Meetings to improve benchmarks Data Wall continued Review SMART goals for core content Data Analysis Notebook continued TAP Cluster Meetings</p>
<p style="text-align: center;"><b>April 2009</b></p> <p>Professional Development: Academic Vocabulary Training Read-Aloud Differentiated Instruction Weekly Data Analysis Meetings</p> <p>Other: Grade level bi-monthly meetings Monthly Department Meetings Weekly Review of Lesson Plans Data Wall continued Review SMART goals for core content Data Analysis Notebook continued Spring District Writing Sample Review SMART goals for core content TAP Cluster Meetings</p>	<p style="text-align: center;"><b>May 2009</b></p> <p>Testing: PASS 2009 EOC Test for Algebra I and English I</p> <p>Professional Development: Academic Vocabulary Training Read-Aloud Differentiated Instruction Weekly Data Analysis Meetings</p> <p>Other: Grade level bi-monthly meetings Monthly Department Meetings Weekly Review of Lesson Plans Data Wall continued Review SMART goals for core content Data Analysis Notebook continued Review SMART goals for core content TAP Cluster Meetings</p>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 1:** By April 1, 2009, at least 60% of the students at Chestnut Oaks Middle School, grades 7 and 8, will increase their STAR Reading Test level by at least one grade equivalency from Fall 2008 to Spring 2009 administration of STAR Reading Test.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.) In order for the goal to be reached, the strategies must be effectively implemented. These documents will verify that the principal has provided the support needed for the strategy to work.
Participate in <b>SCRI-MG book study</b> by select teachers to learn best practice strategies and literacy engagements.	Literacy Coach-Pamela Rhodes	August 2008	The Literacy Coach will lead the book study for learning best practices and literacy. The Literacy Coach will be sharing articles for discussion as well as providing tips to teachers in order to improve literacy in the classroom. Teachers will implement the strategies into their daily classroom instruction. <b>Evidence:</b> Lesson plans, Sign in sheets, Class assignments, Walk through and full class period observations –during these observations evidence of the best practices from the book study should be seen. <b>Literacy Coach-Pamela Rhodes</b>
Continue to allot time in all content area classrooms for <b>independent reading</b> by students utilizing the classroom libraries and self-selected books.	Literacy Coach-Pamela Rhodes	August 2008	Classroom teachers will continue to build their classroom libraries. Teachers will allow the students time for self-selected reading during the school day. All content area teachers incorporate a Sustained Silent Reading in their classes weekly to allow the students the opportunity to read.  <b>Evidence:</b> Reading logs stored in the classroom (all teachers classrooms)  <b>Literacy Coach-Pamela Rhodes</b> Principal—Cornelius Leach Classroom Teachers

Utilize <b>Accelerated Reader</b> to build students' interest and provide text on the students' appropriate reading level.	Literacy Coach- Pamela Rhodes ELA teachers	August 2008	<p>Classroom teachers will utilize the Accelerated Reader Program in order to build the students' reading level and interest in reading. Accelerated Reader books are targeted by genre to entice the typical middle school student .The books are on a variety of levels designed to incorporate student interest and culture heritage All content area teachers will receive Professional Development in October to create Accelerated Reader tests on content related picture books/read-alouds.</p> <p><b>Evidence:</b> Accelerated Reader Quizzes and reports, sign in sheets</p> <p><b><u>Literacy Coach-Pamela Rhodes</u></b> Media Specialist and ELA Teachers</p>
Participate in <b>TAP (Teacher Advancement Program) Cluster meetings</b> to incorporate best practice strategies across the curriculum.	Master Teachers: Pamela Rhodes, Mentor Teachers- Stanley Hayes, Randa Edmunds, Sharon Cheek, Jenaii Edwards, ELA Teachers, Math Teachers, Science Teachers, Social Studies Teachers	August 2008	<p>Master/Mentor TAP teachers will field test best practice strategies with students. After field testing the master/mentor teacher will facilitate cluster meetings to share successes and areas of concern while incorporating the strategy. The teachers will then apply the new learning in their classroom to improve student achievement.</p> <p><b>Evidence:</b> Cluster meeting sign in sheet, cluster meeting records, walk through and full class period observations (are kept in principal's conference room)</p> <p><b><u>Master Teachers: Pamela Rhodes/Bertha Timmons</u></b></p>
Sponsor two <b>Family Literacy Nights</b> to share reading strategies and materials.	Literacy Coach- Pamela Rhodes	November 2008	<p>Family Literacy Nights will enhance the students' reading comprehension by building a connection between literacy at home and school. The first one is scheduled for November This is a Girls Night Out for our students. The second one is planned for March and will be a Boys Night Out for our students.</p> <p><b>Evidence:</b> Agendas, sign in sheets and surveys</p> <p><b><u>Literacy Coach-Pamela Rhodes</u></b> Media Specialist—Randa Edmunds</p>
Provide differentiation and assistance to struggling students by utilizing <b>Classworks</b>	ELA Teachers	August 2008	<p>Students receive one-on-one assistance based on their readiness level through Classworks. This allows the teacher to work more closely with students on tasks that they haven't mastered. This individualized instruction allows for improved understanding for the student on the content.</p> <p><b>Evidence:</b> Progress reports found in the Classworks's program, District Benchmarks, and Strategies for Improvement meetings notes.</p>

			<b><u>Principal-Dr. Cornelius Leach</u></b> ELA Teachers and Classworks Teachers
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**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 2:** : By April 1, 2009, at least 25% of the ELA students at Chestnut Oaks Middle School, grades 7 and 8, will move up one Performance level as indicated by the MAP-PACT correlation from Fall 2008 to Spring 2009 MAP administration

**(The desired result is student achievement. The goals must be academic goals related to the school report card.)**

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.) In order for the goal to be reached, the strategies must be effectively implemented. These documents will verify that the principal has provided the support needed for the strategy to work.
Administer the <b>MAP assessment</b> three (3) times to monitor students' academic progress. (Sept. Dec. and Mar.)	Curriculum Resource Teacher- Sharon Cheek	September 08 December 08 March 2009	The MAP test must be given in September, December and March. Mrs. Cheek and the ELA Teachers will need to meet in order to schedule the time for completion during the testing window. Mrs. Cheek will communicate with the Director of Technology, Dr. Shirrie Miller, at the District Office to ensure that testing is ready to take place.  <b>Evidence:</b> MAP master schedule and Grade, Subject, Student report of results  <u><b>Curriculum Resource Teacher-Sharon Cheek</b></u> ELA Teachers
Utilize <b>writing folders</b> based on ELA Academic standards to ensure that a variety of writing is being taught.	Literacy Coach- Pamela Rhodes	August 08	The ELA teachers will utilize the SC Academic Standards for ELA to incorporate a variety of writing in their classrooms. Along with the writing occurs in the classroom a writing plan has been established to ensure ample opportunities for our students to practice extended writing responses.  <b>Evidence:</b> Writings in the writing folders (kept in classrooms)  <u><b>Literacy Coach-Pamela Rhodes</b></u> ELA Teachers

<p><b>Collaboration</b> between ELA teachers on each grade level during their planning periods weekly.</p>	<p>Literacy Coach- Pamela Rhodes</p>	<p>August 08</p>	<p>The ELA teachers will meet during their planning periods on a weekly basis to plan for instruction utilizing the SC Academic Standards for ELA and the Sumter 17 Approved Curriculum. During these meetings teachers plan lessons, create common assessments, examine student work, refine lesson plans, analyze common assessments, and review best practice strategies.</p> <p><b>Evidence:</b> Teachers' lesson plans (lesson plan reviews are kept in principal's conference room), walk through and full class period observations (are kept in principal's conference room)</p> <p><b><u>Literacy Coach-Pamela Rhodes</u></b> Principal-Dr. Cornelius Leach Assistant Principals- Carol Przybyla and Michael Riggins ELA Teachers</p>
<p>Utilize the <b>Sumter 17 Approved Curriculum</b> effectively</p>	<p>Literacy Coach- Pamela Rhodes</p>	<p>August 08</p>	<p>The teachers will incorporate the strategies that are included in the Approved Curriculum into their classes. These strategies will enhance students' performance on district benchmarks and state assessment.</p> <p><b>Evidence:</b> Lesson plan reviews (lesson plan reviews are kept in principal's conference room), walk through and full class period observations (are kept in principal's conference room)</p> <p><b><u>Principal-Dr. Cornelius Leach</u></b> Literacy Coach-Pamela Rhodes Assistant Principals- Carol Przybyla and Michael Riggins ELA Teachers</p>
<p>Utilizing <b>read-alouds</b> in <u>daily</u> instruction teachers will model reading strategies for comprehension in reading.</p>	<p>Literacy Coach- Pamela Rhodes ELA Teachers, Math Teachers, Science Teachers, Social Studies Teachers</p>	<p>August 08</p>	<p>The ELA teachers as well as other content area teachers will utilize read-alouds in their classrooms on a regular basis. Monthly the ELA teachers will model different strategies to utilize when reading fiction and nonfiction passages to improve students' success on district benchmarks and state assessment. All content area teachers will receive Professional Development in October to create Accelerated Reader tests on content related picture books/read-alouds.</p> <p><b>Evidence:</b> Teachers' lesson plans (kept in principal's conference room), walk through and full class period observations (are kept in principal's conference room)</p> <p><b><u>Literacy Coach-Pamela Rhodes</u></b> Principal-Dr. Cornelius Leach Assistant Principals- Carol Przybyla and Michael Riggins</p>

Continue professional development on how to instructionally utilize <b>Academic vocabulary</b>	Literacy Coach- Pamela Rhodes, Curriculum Coordinator – Bertha Timmons	August 08	<p>The Curriculum Coordinator and the Literacy Coach will incorporate Academic Vocabulary into the monthly professional development calendar. After the professional development, the teachers will then apply the new learning in their classroom to improve student achievement.</p> <p><b>Evidence:</b> Professional Development calendar, Teachers’ lesson plans (kept in principal’s conference room), professional development evaluation forms for the professional development (kept in principal’s conference room), sign in sheets</p> <p><b><u>Literacy Coach-Pamela Rhodes</u></b>  <b><u>Curriculum Coordinator-Bertha Timmons</u></b>            ELA Teachers            Principal—Cornelius Leach            Assistant Principals- Carol Przybyla and Michael Riggins</p>
Participate in “ <b>Professional Learning Communities</b> ” to gain insight on various content-related topics including data analysis, and differentiated instruction. Attendance at state and national conferences on best practice strategies will be encouraged if budget permits.	Literacy Coach- Pamela Rhodes	August 08	<p>The Curriculum Coordinator, the Literacy Coach, and the Curriculum Resource Teacher will provide various content-related topics into the monthly professional development calendar. ELA teachers will also have the opportunity to attend conferences. If budget permits.</p> <p><b>Evidence:</b> Professional Development calendar, professional development evaluation forms for the professional development (kept in principal’s conference room), and forms that must be completed upon returning from conferences</p> <p><b><u>Literacy Coach-Pamela Rhodes</u></b>            Curriculum Coordinator-Bertha Timmons            Curriculum Resource Teacher-Sharon Cheek            ELA Teachers</p>
Continuously use <b>data analysis</b> to drive instructional strategies.	Literacy Coach- Pamela Rhodes	August 08	<p>The ELA teachers will use the data from PACT 2008, MAP, classroom assessments, and benchmarks in order to make informed decisions regarding the instruction of the students.</p> <p><b>Evidence:</b> Data Walls (each grade hallway) and teacher’s data notebook</p> <p><b><u>Literacy Coach-Pamela Rhodes</u></b>            Mentor Teacher-Stanley Hayes            ELA Teachers</p>
Participate in <b>TAP (Teacher Advancement Program) Cluster meetings</b> to discuss and review strategies for improving instruction and	Master Teacher - Bertha Timmons	August 08	<p>Master/Mentor TAP teachers will field test best practice strategies with students. After field testing the master/mentor teacher will facilitate cluster meetings to share successes and areas of concern</p>

student achievement.			<p>while incorporating the strategy. The teachers will then apply the new learning in their classroom to improve student achievement.</p> <p><b>Evidence:</b> Cluster meeting sign in sheet, cluster meeting records, walk through and full class period observations (are kept in principal's conference room)</p> <p><b><u>Master Teacher: Pamela Rhodes</u></b>  Mentor Teacher- Stanley Hayes  ELA Teachers</p>
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**ELA Teachers:**  
Sarah Summers-Department Chair  
Katrina Frierson  
Kimberly Chuculate  
Stanley Hayes

**Classworks Teachers:**  
Cedric Anderson  
Sharon Newton

**Master Teacher:**  
Pamela Rhodes  
**Mentor Teacher:**  
Stanley Hayes



**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 3:** By April 1, 2009, at least 25% of the Math students at Chestnut Oaks Middle School, grades 7 and 8, will move up one Performance level as indicated by the MAP-PACT correlation from Fall 2008-Spring 2009 MAP administration.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i> In order for the goal to be reached, the strategies must be effectively implemented. These documents will verify that the principal has provided the support needed for the strategy to work.
Administer the <b>MAP assessment</b> three (3) times to monitor students' academic progress. (Sept. Dec. and Feb.)	Curriculum Resource Teacher- Sharon Cheek	September 08 December 08 March 2009	The MAP test must be given in September, December and March. Mrs. Cheek and the Math Teachers will meet in order to schedule the time for completion during the testing window. Mrs. Cheek will communicate with the Director of Technology, Dr. Shirrie Miller, at the District Office to ensure that testing is ready to take place.  <b>Evidence:</b> MAP master schedule and Grade, Subject, Student report of results  <u><b>Curriculum Resource Teacher-Sharon Cheek</b></u> Math Teachers
<b>Collaboration</b> between math teachers on each grade level during their planning periods weekly.	Master Teacher: Bertha Timmons	August 08	The Math teachers will meet during their planning periods on a weekly basis to plan for instruction utilizing the SC Academic Standards for Math and the Sumter 17 Approved Curriculum. During these meetings teachers plan lessons, create common assessments, examine student work, refine lesson plans, analyze common assessments, and review best practice strategies.  <b>Evidence:</b> Teachers' lesson plans (lesson plan reviews are kept in principal's conference room), walk through and full class period observations (are kept in principal's conference room)  <u><b>Master Teacher-Bertha Timmons</b></u> Principal-Dr. Cornelius Leach

			Assistant Principals- Carol Przybyla and Michael Riggins Math Teachers
Utilize the <b>Sumter 17 Approved Curriculum</b> effectively	Master Teacher: Bertha Timmons	August 08	<p>The teachers will incorporate the strategies that are included in the Approved Curriculum into their classes. These strategies will enhance students' performance on district benchmarks and state assessment.</p> <p><b>Evidence:</b> Lesson plan reviews (lesson plan reviews are kept in principal's conference room), walk through and full class period observations (are kept in principal's conference room)</p> <p><b><u>Master Teacher-Bertha Timmons</u></b> Principal-Dr. Cornelius Leach Assistant Principals- Carol Przybyla and Michael Riggins Math Teachers</p>
Provide differentiated and accelerated instruction to students by utilizing the <b>I Can Learn Lab</b>	Master Teacher: Bertha Timmons	August 08	<p><b>I Can Learn</b> provides the ability for the student to receive one-on-one instruction through technology. Since students learn at their own pace, the teachers are able to work more closely with student to master tasks.</p> <p><b>Evidence:</b> Progress reports found in I Can Learn program, District Benchmarks, Strategies for Improvement meetings notes.</p> <p><b><u>Master Teacher-Bertha Timmons</u></b> Principal-Dr. Cornelius Leach Assistant Principals- Carol Przybyla and Michael Riggins Math Teachers</p>
Provide assistance to struggling students by utilizing <b>Classworks</b>	Master Teacher: Bertha Timmons	August 08	<p>Students receive one-on-one assistance based on their readiness level through Classworks. This allows the teacher to work more closely with students on tasks that they haven't mastered. This individualized instruction allows for improved understanding for the student on the content.</p> <p><b>Evidence:</b> Progress reports found in the Classworks's program, District Benchmarks, and Strategies for Improvement meetings notes.</p> <p><b><u>Principal-Dr. Cornelius Leach</u></b> Math Teachers and Classworks Teachers</p>
Utilize <b>manipulatives</b> to enhance instruction in classes.	Master Teacher: Bertha Timmons	August 08	<p>The Math teachers will incorporate manipulatives into their instruction to increase the students' understanding of the concept. Master Teacher will provide a professional development on utilizing manipulatives in the classroom to improve student performance.</p>

			<p>Math teachers will apply this new learning into their classrooms.</p> <p><b>Evidence:</b> Teachers' lesson plans (lesson plan reviews are kept in principal's conference room), walk through and full class period observations (are kept in principal's conference room), sign in sheets</p> <p><b><u>Master Teacher-Bertha Timmons</u></b>  Math Teachers  Curriculum Resource Teacher-Sharon Cheek  Principal-Dr. Cornelius Leach</p>
Participate in “ <b>Professional Learning Communities</b> ” to gain insight on various content-related topics including data analysis, and differentiated instruction. Attendance at state and national conferences on best practice strategies will be encouraged if budget permits	Master Teacher: Bertha Timmons	August 08	<p>The Curriculum Coordinator, the Literacy Coach, and the Curriculum Resource Teacher will provide various content-related topics into the monthly professional development calendar. ELA teachers will also have the opportunity to attend conferences if budget permits.</p> <p><b>Evidence:</b> Professional Development calendar, professional development evaluation forms for the professional development (kept in principal's conference room), and forms that must be completed upon returning from conferences</p> <p><b>Master Teacher-Bertha Timmons</b>  Curriculum Resource Teacher-Sharon Cheek  Math Teachers</p>
Continuously use <b>data analysis</b> to drive instructional strategies.	Master Teacher: Bertha Timmons	August 08	<p>The Math teachers will use the data from PACT, MAP, classroom assessments, and benchmarks in order to make informed decisions regarding the instruction of the students.</p> <p><b>Evidence:</b> Data Walls (each grade hallway) and teacher's data notebook</p> <p><b><u>Master Teacher: Bertha Timmons</u></b>  Mentor Teacher: Sharon Cheek  Math Teachers</p>
Participate in <b>TAP (Teacher Advancement Program) Cluster meetings</b> to discuss and review strategies for improving instruction and student achievement.	Master Teacher - Bertha Timmons	August 08	<p>Master/Mentor TAP teachers will field test best practice strategies with students. After field testing the master/mentor teacher will facilitate cluster meetings to share successes and areas of concern while incorporating the strategy. The teachers will then apply the new learning in their classroom to improve student achievement.</p> <p><b>Evidence:</b> Cluster meeting sign in sheet, cluster meeting records, walk through and full class period observations (are kept in principal's conference room)</p> <p><b>Master Teacher: Bertha Timmons</b></p>

			Mentor Teacher- Sharon Cheek Math Teachers
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**Math Teachers:**

Monisha Jones  
Michael Mack  
Darrell Lee

**Master Teacher:**

Bertha Timmons

**Mentor Teacher:**

Sharon Cheek

**Classworks Teachers:**

Cedric Anderson  
Sharon Newton

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal’s Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 1:**

By April 1, 2009, at least 80% of the core content area teachers will receive a score of Proficient or above on observations utilizing the TAP Instructional Rubric. (Note: TAP is validated by the South Carolina State Department of Education)

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.) In order for the goal to be reached, the strategies must be effectively implemented. These documents will verify that the principal has provided the support needed for the strategy to work.
Conduct announced and unannounced <b>observations</b> for content area teachers utilizing the <b>TAP Instructional Rubric</b> .	Principal-Dr. Cornelius Leach	October 2008	Dr. Leach will observe all teachers utilizing the TAP Instructional Rubric.  <b>Evidence:</b> Classroom Observation forms, Strategies for Improvement Conference letters. Observations in CODE, TAP observation schedule  <u><b>Principal-Dr. Leach</b></u> TAP Team
Provide <b>master and mentor teachers with time</b> to field test strategies, co-teach, and model effective strategies for teachers.	Principal-Dr. Cornelius Leach	August 2008	Dr. Leach will provide time for master and mentor teachers to schedule field testing, co-teaching, and modeling.  <b>Evidence:</b> Master and Mentor Schedules, Information in CODE  <u><b>Principal-Dr. Leach</b></u> Master and Mentor Teachers
Meet regularly with teachers to <b>analyze data</b> from PACT, MAP, benchmarks, and classroom assessments.	Principal-Dr. Cornelius Leach	August 08	Dr. Leach will meet with the teachers on a weekly basis to disaggregate the data from PACT, MAP, benchmarks, and classroom assessments.  <b>Evidence:</b> Meeting minutes and sign in sheets (kept in principal’s conference room)  <u><b>Principal-Dr. Leach</b></u> Teachers of Chestnut Oaks Middle School

Provide <b>TAP Cluster planning period time</b> for teams to meet and discuss TAP information and instructional strategies to support learning.	Principal-Dr. Cornelius Leach	August 08	<p>Dr. Leach will provide a common planning period for teams to meet. Dr. Leach will meet with the teams once a week in order to provide information and concerns.</p> <p><b>Evidence:</b> Meeting minutes and sign in sheets (kept in principal's conference room), master schedule, lesson plan review format and classroom observation forms</p> <p><b><u>Principal-Dr. Leach</u></b> Teachers of Chestnut Oaks Middle School</p>
<b>Continuously use data analysis</b> to drive instructional strategies.	Principal-Dr. Cornelius Leach	August 08	<p>The teachers will use the data from PACT, MAP, classroom assessments, and benchmarks in order to make informed decisions regarding the instruction of the students.</p> <p><b>Evidence:</b> Data Walls, Data Notebooks</p> <p><b><u>Principal-Dr. Leach</u></b> Classroom Teachers</p>
<b>Review lesson plans</b> weekly to evaluate alignment with curriculum standards, instruction, and assessment	Principal-Dr. Cornelius Leach	August 08	<p>Dr. Leach and TAP team will review weekly lesson plans on appropriate forms to ensure that the lessons are aligned to the curriculum standards and the TAP Instructional Rubric. At this time Dr. Leach and the TAP team will make certain that the instruction and assessments match the indicated standard.</p> <p><b>Evidence:</b> Lesson Plan review forms (on file in principal's conference room)</p> <p><b><u>Principal-Dr. Leach</u></b> TAP Team</p>

**Support Staff:**

Assistant Principals—Carol Przybyla and Michael Riggins  
Curriculum Coordinator—Bertha Timmons  
Curriculum Resource Teacher—Sharon Cheek  
Literacy Coach—Pamela Rhodes  
Media Specialist—Randa Edmunds  
Guidance Counselor—Lawhon Jordan

**TAP Team:**

Carol Przybyla  
Michael Riggins  
Bertha Timmons (Master Teacher for Science and Math)  
Pamela Rhodes (Master Teacher for Social Studies and ELA)  
Randa Edmunds (Mentor-Social Studies)  
Jenaii Edwards (Mentor- Science)  
Stanley Hayes (Mentor-ELA)  
Sharon Cheek (Mentor-Math)

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 2:**

By April 1, 2009, the principal will ensure effective implementation of instructional practices in the area of math as measured by 25% of students in grades 7<sup>th</sup> and 8<sup>th</sup> demonstrating a minimum gain of one (1) performance level between the Fall and Spring administrations of MAP. *(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.) In order for the goal to be reached, the strategies must be effectively implemented. These documents will verify that the principal has provided the support needed for the strategy to work.
Administer the <b>MAP assessment</b> three (3) times to monitor the achievement of students.	Principal-Dr. Cornelius Leach	September 2008	Dr. Leach will oversee that MAP administration takes places and assist in disaggregating the data  <b>Evidence:</b> Student Reports, teachers' data notebooks, data walls  <u><b>Principal-Dr. Leach</b></u> TAP Team
<b>Provide professional literature or articles on best practices</b> for teachers to review and incorporate within the math.	Principal-Dr. Cornelius Leach	August 08	Dr. Leach will provide literature to the teachers that enhance best practices in math. Classroom observations demonstrate the implementation of the article's strategies.  <b>Evidence:</b> Copies of professional literature and articles (kept in principal's conference room), Observation forms  <u><b>Principal-Dr. Leach</b></u>
Provide <b>TAP math Cluster planning period time</b> for teams to meet and discuss TAP information and instructional strategies to support learning.	Principal-Dr. Cornelius Leach	August 08	Dr. Leach will provide a common planning period for the math team to meet. Dr. Leach will meet with the team at least twice a month in order to provide information and concerns.  <b>Evidence:</b> Meeting minutes and sign in sheets (kept in principal's conference room), master schedule, lesson plan review format and classroom observation forms  <u><b>Principal-Dr. Leach</b></u> Teachers of Chestnut Oaks Middle School

Meet regularly with teachers to receive feedback on how administrators can <b>assist with human and local resources to improve student achievement</b>	Principal-Dr. Cornelius Leach	August 08	<p>Dr. Leach will meet with the teachers at least twice a month to disaggregate the data from PACT, MAP, benchmarks, and classroom assessments.</p> <p><b>Evidence:</b> Meeting minutes and sign in sheets (kept in principal's conference room)</p> <p><b><u>Principal-Dr. Leach</u></b> Teachers of Chestnut Oaks Middle School</p>
<b>Review lesson plans</b> weekly to evaluate alignment with curriculum standards, instruction, and assessment	Principal-Dr. Cornelius Leach	August 08	<p>Dr. Leach and TAP team will review weekly lesson plans on appropriate forms to ensure that the lessons are aligned to the curriculum standards and the TAP Instructional Rubric. At this time Dr. Leach and the TAP team will make certain that the instruction and assessments are aligned to the indicated standard.</p> <p><b>Evidence:</b> Lesson Plan review forms (on file in principal's conference room)</p> <p><b><u>Principal-Dr. Leach</u></b> TAP Team</p>

**Support Staff:**

Assistant Principals—Carol Przybyla and Michael Riggins  
Curriculum Coordinator—Bertha Timmons  
Curriculum Resource Teacher—Sharon Cheek  
Literacy Coach—Pamela Rhodes  
Media Specialist—Randa Edmunds  
Guidance Counselor—Lawhon Jordan

**TAP Team:**

Carol Przybyla  
Michael Riggins  
Bertha Timmons (Master Teacher for Science and Math)  
Pamela Rhodes (Master Teacher for Social Studies and ELA)  
Randa Edmunds (Mentor-Social Studies)  
Jenaii Edwards (Mentor- Science)  
Stanley Hayes (Mentor-ELA)  
Sharon Cheek (Mentor -Math)



**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 1:**

By April 1, 2009, at least 75% of Chestnut Oaks Middle School teachers will demonstrate proficiency in all instructional core content areas. This will be measured by each teacher receiving a rating of proficient on at least three observations in the Instructional delivery category on the District’s instructional observation rubric. (A minimum of 3 observations a month will be conducted)

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.) In order for the goal to be reached, the strategies must be effectively implemented. These documents will verify that the District has provided the support needed for the strategy to work.
Provide sustained and varied Professional Development, which includes onsite training, to promote teachers’ professional growth. (ELA) <ul style="list-style-type: none"> <li>Specifically on the Approved Curriculum in the area of ELA with monitoring at each quarter.</li> <li>Literacy Intervention with onsite Literacy Coach with bi-monthly debriefings with the District Area Coordinator.</li> <li>Direct participation in Best Practice Seminars provided by the State Department of Education. Team members will be responsible for training school staff.</li> <li>Provision of read-alouds and other instructional resources to enhance delivery of instruction.</li> <li>Provide funding for the school’s professional library in the area of LA.</li> </ul>	Assistant Superintendent of Instruction-Dr. Yvonne Barnes, Director of ELA-Suzanne Wates, Coordinator of Professional Development-Dr. Ann Cannon, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services-Dr. Shawn Haggerty	August 2008	Professional Development has been implemented based on a survey of teacher needs. District Staff will conduct a minimum of 3 formal classroom visitations per month to ensure adherence to the Approved Curriculum, best practices, and literacy intervention. Reports of Classroom visits will be provided to the principal monthly.  <b>Evidence:</b> Observations forms, Reports of Classroom Visits, Professional Development Surveys, Documentation of trainings provided (on site and other), Agendas, Evaluations, Outline sheets of training provided, observation of teachers incorporating the strategies into their lessons, Purchase orders and presence of books in the classroom and professional libraries.  <b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b>

<p>Provide on-going assessment training in the use of MAP, PACT, Testview, Classworks and other school based data to improve student's performance at all grade levels and in all subject areas.</p> <ul style="list-style-type: none"> <li>Utilization of Classworks with weekly reports by the District Area Coordinator and School Leadership Team.</li> </ul>	<p>Assistant Superintendent of Instruction-Dr. Yvonne Barnes, Director of ELA-Suzanne Wates, Coordinator of Professional Development-Dr. Ann Cannon, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services-Dr. Shawn Haggerty, Director of Testing-Dr. Virginia Brown</p>	<p>August 2008</p>	<p>District Administration will review the test results from each assessment upon completion. (i.e.: MAP results will be disaggregated after the fall, winter and spring assessment and provided to the school and the teachers.) Classworks will be reviewed weekly. This oversight will ensure that teachers use data to guide/direct instruction.</p> <p><b>Evidence:</b> MAP results, PACT results, Improved performance of students on state assessments</p> <p><b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b></p>
<p>Participate in school level leadership team meetings to understand and support performance enhancement initiatives.</p>	<p>Assistant Superintendent of Instruction-Dr. Yvonne Barnes, Director of ELA-Suzanne Wates</p>	<p>August 2008</p>	<p>The Assistant Superintendent of Instruction and Director of ELA will participate in ELA Cluster meetings and leadership meetings once a month.</p> <p><b>Evidence:</b> Copies of agendas, Sign-in forms, Minutes of meetings,</p> <p><b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b> <b>Mrs. Suzanne Wates- Director of ELA</b></p>
<p>Observations of teachers or staff will be conducted bi-monthly by District Level staff. Post conferences with school administrator to triangulate data for teacher development training purposes.</p> <p>.</p>	<p>Assistant Superintendent of Instruction-Dr. Yvonne Barnes, Director of ELA-Suzanne Wates, Coordinator of Professional Development-Dr. Ann Cannon, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services-Dr. Shawn Haggerty</p>	<p>September 2008</p>	<p>District level staff will observe teachers and staff bi-monthly. Post conferences with the school administrator will be held to ensure that standards are being addressed at a timely pace to enhance student performance on state assessments.</p> <p><b>Evidence:</b> Copies of the evaluation and copies of consensus meetings District Level staff and Leadership Team</p> <p><b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b></p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal I Continued:**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.) In order for the goal to be reached, the strategies must be effectively implemented. These documents will verify that the District has provided the support needed for the strategy to work.
Provide sustained and varied Professional Development, which includes onsite training, to promote teachers’ professional growth. (Social Studies) <ul style="list-style-type: none"> <li>Specifically on the Approved Curriculum in the area of Social Studies with monitoring at each quarter.</li> <li>Provision of read-alouds and other instructional resources to enhance delivery of instruction.</li> <li>Provide funding for the school’s Professional library in the area of Social Studies.</li> </ul>	Assistant Superintendent of Instruction-Dr. Yvonne Barnes, Director of Social Studies-Suzanne Wates, Coordinator of Professional Development-Dr. Ann Cannon, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services-Dr. Shawn Haggerty	August 2008	Professional Development has been implemented based on a survey of teacher needs. District Staff will conduct a minimum of 3 formal classroom visitations per month to ensure adherence to the Approved Curriculum, and read-aloud utilization in the classroom. Reports of Classroom visits will be provided to the principal monthly.  <b>Evidence:</b> Observations forms, Reports of Classroom Visits, Professional Development Surveys, Documentation of trainings provided (on site and other), Agendas, Evaluations, Outline sheets of training provided, observation of teachers incorporating the strategies into their lessons, Purchase orders and presence of books in the classroom and professional libraries.  <b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b>

Provide on-going assessment training in the use of PACT, Testview, and other school based data to improve student's performance at all grade levels and in all subject areas.	Assistant Superintendent of Instruction- Dr. Yvonne Barnes, Director of Social Studies-Suzanne Wates, Coordinator of Professional Development-Dr. Ann Cannon, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services- Dr. Shawn Haggerty, Director of Testing- Dr. Virginia Brown	August 2008	District Administration will review the test results from each assessment upon completion. (i.e.: MAP results will be disaggregated after the fall, winter and spring assessment and provided to the school and the teachers.). This oversight will ensure that teachers use data to guide/direct instruction.  <b>Evidence:</b> MAP results, PACT results, Improved performance of students on state assessments  <b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b>
Participate in school level leadership team meetings to understand and support performance enhancement initiatives.	Assistant Superintendent of Instruction- Dr. Yvonne Barnes, Director of Social Studies-Suzanne Wates	August 2008	The Assistant Superintendent of Instruction and Director of Social Studies will participate in Social Studies Cluster meetings and leadership meetings once a month.  <b>Evidence:</b> Copies of agendas, Sign-in forms, Minutes of meetings,  <b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b> <b>Mrs. Suzanne Wates- Director of Social Studies</b>
Observations of teachers or staff will be conducted bi-monthly by District Level staff. Post conferences with school administrator to triangulate data for teacher development training purposes.	Assistant Superintendent of Instruction- Dr. Yvonne Barnes, Director of ELA-Suzanne Wates, Coordinator of Professional Development-Dr. Ann Cannon, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services- Dr. Shawn Haggerty	September 2008	District level staff will observe teachers and staff bi-monthly. Post conferences with the school administrator will be held to ensure that standards are being addressed at a timely pace to enhance student performance on state assessments.  <b>Evidence:</b> Copies of the evaluation and copies of consensus meetings District Level staff and Leadership Team  <b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal I Continued:**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.) In order for the goal to be reached, the strategies must be effectively implemented. These documents will verify that the District has provided the support needed for the strategy to work.
Provide sustained and varied Professional Development, which includes onsite training, to promote teachers’ professional growth. (Mathematics) <ul style="list-style-type: none"> <li>Specifically on the Approved Curriculum in the area of math with monitoring at each quarter.</li> <li>Provision of read-alouds and other instructional resources to enhance delivery of instruction.</li> <li>Provide math teachers with the opportunity to attend the Math Conference in Charleston to enhance the delivery of instruction</li> <li>Teacher’s Toolbox provided for assessments and instructional activities.</li> <li>Provide funding for the school’s Professional library in the area of Math.</li> </ul>	Assistant Superintendent of Instruction-Dr. Yvonne Barnes, Director of Math-Ernestine Reese, Coordinator of Professional Development-Dr. Ann Cannon, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services-Dr. Shawn Haggerty	August 2008	Professional Development has been implemented based on a survey of teacher needs. District Staff will conduct a minimum of 3 formal classroom visitations per month to ensure adherence to the Approved Curriculum, best practices, and Teacher’s Report. Reports of Classroom visits will be provided to the principal monthly.  <b>Evidence:</b> Observations forms, Reports of Classroom Visits, Professional Development Surveys, Documentation of trainings provided (on site and other), Agendas, Evaluations, Outline sheets of training provided, observation of teachers incorporating the strategies into their lessons, Purchase orders and presence of books in the classroom and professional libraries.  <b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b>

<p>Provide on-going assessment training in the use of MAP, PACT, Testview, Classworks and other school based data to improve student's performance at all grade levels and in all subject areas.</p> <ul style="list-style-type: none"> <li>Utilization of Classworks with weekly reports by the District Area Coordinator and School Leadership Team.</li> </ul>	<p>Assistant Superintendent of Instruction- Dr. Yvonne Barnes, Director of Math- Ernestine Reese, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services-Dr. Shawn Haggerty, Director of Testing- Dr. Virginia Brown</p>	<p>August 2008</p>	<p>District Administration will review the test results from each assessment upon completion. (i.e.: MAP results will be disaggregated after the fall, winter and spring assessment and provided to the school and the teachers.) Classworks will be reviewed weekly. This oversight will ensure that teachers use data to guide/direct instruction.</p> <p><b>Evidence:</b> MAP results, PACT results, Improved performance of students on state assessments</p> <p><b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b></p>
<p>Participate in school level leadership team meetings to understand and support performance enhancement initiatives.</p>	<p>Assistant Superintendent of Instruction- Dr. Yvonne Barnes, Director of Math- Ernestine Reese</p>	<p>August 2008</p>	<p>The Assistant Superintendent of Instruction and Director of Mathematics will participate in Math Cluster meetings and leadership meetings once a month.</p> <p><b>Evidence:</b> Copies of agendas, Sign-in forms, Minutes of meetings,</p> <p><b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b> <b>Mrs. Ernestine Reese- Director of Math</b></p>
<p>Observations of teachers or staff will be conducted bi-monthly by District Level staff. Post conferences with school administrator to triangulate data for teacher development training purposes.</p>	<p>Assistant Superintendent of Instruction- Dr. Yvonne Barnes, Director of Science- Ernestine Reese, Coordinator of Professional Development-Dr. Ann Cannon, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services- Dr. Shawn Haggerty</p>	<p>September 2008</p>	<p>District level staff will observe teachers and staff bi-monthly. Post conferences with the school administrator will be held to ensure that standards are being addressed at a timely pace to enhance student performance on state assessments.</p> <p><b>Evidence:</b> Copies of the evaluation and copies of consensus meetings District Level staff and Leadership Team</p> <p><b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b></p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal I Continued:**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.) In order for the goal to be reached, the strategies must be effectively implemented. These documents will verify that the District has provided the support needed for the strategy to work.
Provide sustained and varied Professional Development, which includes onsite training, to promote teachers’ professional growth. (Science) <ul style="list-style-type: none"> <li>Specifically on the Approved Curriculum in the area of science with monitoring at each quarter.</li> <li>Provision of read-alouds and other instructional resources to enhance delivery of instruction.</li> <li>Involve math teachers with the opportunity to attend the Science Conference in Charleston to enhance the delivery of instruction</li> <li>Teacher’s Toolbox provided for assessments and instructional activities.</li> <li>Provide funding for the school’s professional library in the area of science.</li> </ul>	Assistant Superintendent of Instruction- Dr. Yvonne Barnes, Director of Science Ernestine Reese, Coordinator of Professional Development-Dr. Ann Cannon, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services-Dr. Shawn Haggerty	August 2008	Professional Development has been implemented based on a survey of teacher needs. District Staff will conduct a minimum of 3 formal classroom visitations per month to ensure adherence to the Approved Curriculum, and read-aloud utilization in the classroom. Reports of Classroom visits will be provided to the principal monthly.  <b>Evidence:</b> Observations forms, Reports of Classroom Visits, Professional Development Surveys, Documentation of trainings provided (on site and other), Agendas, Evaluations, Outline sheets of training provided, observation of teachers incorporating the strategies into their lessons, Purchase orders and presence of books in the classroom and professional libraries.  <b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b>

Provide on-going assessment training in the use of PACT, Testview, and other school based data to improve student's performance at all grade levels and in all subject areas.	Assistant Superintendent of Instruction-Dr. Yvonne Barnes, Director of Science-Ernestine Reese, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services-Dr. Shawn Haggerty, Director of Testing-Dr. Virginia Brown	August 2008	<p>District Administration will review the test results from each assessment upon completion. (i.e.: MAP results will be disaggregated after the fall, winter and spring assessment and provided to the school and the teachers.) This oversight will ensure that teachers use data to guide/direct instruction.</p> <p><b>Evidence:</b> MAP results, PACT results, Improved performance of students on state assessments</p> <p><b>Dr. Zona Jefferson—Superintendent</b>  <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b></p>
Participate in school level leadership team meetings to understand and support performance enhancement initiatives.	Assistant Superintendent of Instruction-Dr. Yvonne Barnes, Director of Science-Ernestine Reese	August 2008	<p>The Assistant Superintendent of Instruction and Director of Science will participate in Science Cluster meetings and leadership meetings once a month.</p> <p><b>Evidence:</b> Copies of agendas, Sign-in forms, Minutes of meetings,</p> <p><b>Dr. Zona Jefferson—Superintendent</b>  <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b>  <b>Mrs. Ernestine Reese- Director of Science</b></p>
Observations of teachers or staff will be conducted bi-monthly by District Level staff. Post conferences with school administrator to triangulate data for teacher development training purposes.	Assistant Superintendent of Instruction-Dr. Yvonne Barnes, Director of Science-Ernestine Reese, Coordinator of Professional Development-Dr. Ann Cannon, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services-Dr. Shawn Haggerty	September 2008	<p>Professional Development has been implemented based on a survey of teacher needs. District Staff will conduct a minimum of 3 formal classroom visitations per month to ensure adherence to the Approved Curriculum, and read-aloud utilization in the classroom. Reports of Classroom visits will be provided to the principal monthly.</p> <p><b>Evidence:</b> Observations forms, Reports of Classroom Visits, Professional Development Surveys, Documentation of trainings provided (on site and other), Agendas, Evaluations, Outline sheets of training provided, observation of teachers incorporating the strategies into their lessons, Purchase orders and presence of books in the classroom and professional libraries.</p> <p><b>Dr. Zona Jefferson—Superintendent</b>  <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b></p>



**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal II Continued:**

The District will support improvement of instruction in the area of math, at Chestnut Oaks Middle School, in grades 7 and 8, through implementation of the MAP assessment program, as measured by 25% of students demonstrating a minimum gain of 1 level between the Fall and Spring administrations. (Math was identified as the greatest area of need for the student population).

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.) In order for the goal to be reached, the strategies must be effectively implemented. These documents will verify that the District has provided the support needed for the strategy to work.
Administer the MAP assessment three (3) times during the course of the year to monitor students’ academic progress (Sept., Dec., & Feb.)	Director of Technology-Dr. Shirrie Technology	Sept. 2008	MAP assessment will be coordinated and scheduled during the months indicated and student profile sheets will be generated and provided to teachers. Item analysis will be done and the use of the data in student programming will be monitored by the district office. Personnel during monthly observation visits (minimum of 3 per month)  <b>Evidence:</b> Student Profile Sheets  <b>Dr. Zona Jefferson—Superintendent</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b>
The district’s math coordinator will collaborator with the school math mentor, math teachers and school administrators to ensure utilization of data profile sheets and RIT scores.	Coordinator for Math/Science/PE- Mrs. Ernestine Reese	Sept. 2008	Data notebooks will be developed shared with teachers and administrators to assist in keeping staff informed of student’s performance results and assist in developing effective academic support plans (quarterly reviews and visits)  <b>Evidence:</b> Data Notebooks; profile sheets; student plans  <b>Mrs. Ernestine Reese--Coordinator for Math/Science/PE</b> <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b> <b>Dr. Virginia Brown-- Director of Testing</b>

The district will utilize activities from its Approved Curriculum in the area of math and provide professional development to teachers to enhance their use of document for effective delivery of instruction.	Coordinator of Professional Development—Dr. Ann Cannon	September 2008	<p>Surveys of teachers’ instructional needs will be done to determine where training is needed. Training will be provided at the school and district levels.</p> <p><b>Evidence:</b> Sign in Sheets, PD evaluations, utilization of strategies in the classroom setting</p> <p><b>Dr. Ann Cannon—Coordinator of Professional Development</b>  <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b></p>
Observations of math teachers will be conducted bi-monthly by District Level staff. Post conferences with school administrator to triangulate data for teacher development training purposes.	Assistant Superintendent of Instruction- Dr. Yvonne Barnes, Director of Math- Ernestine Reese, Coordinator of Professional Development-Dr. Ann Cannon, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services-Dr. Shawn Haggerty	September 2008	<p>*Copies of the evaluation  *Copies of consensus meetings District Level staff and Leadership Team</p> <p><b>Dr. Zona Jefferson—Superintendent</b>  <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b></p>
Provide on-going support and training in Classworks to improve students’ Math performance in grades 7 and 8.	Assistant Superintendent of Instruction- Dr. Yvonne Barnes, Director of Math- Ernestine Reese, Director of Technology-Dr. Shirrie Miller Coordinator of Specialized Services-Dr. Shawn Haggerty, Director of Testing- Dr. Virginia Brown	August 2008	<p>*Teachers use of data to guide/direct instruction  *Improved performance of students on district and state Assessments</p> <p><b>Mrs. Ernestine Reese--Coordinator for Math/Science/PE</b>  <b>Dr. Shawn Haggerty-- Coordinator of Specialized Services</b>  <b>Dr. Yvonne Barnes—Assistant Superintendent of Instruction</b></p>

# **FOCUSED SCHOOL RENEWAL PLAN**

## **2008–09 School Year of Implementation**

### **Title and Description of Each Program and Initiative Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

#### **Palmetto Achievement Challenge Test (PACT)**

PACT is a standards-based accountability measurement of student achievement in four core academic areas - English language arts (ELA), mathematics, science, and social studies. The PASS items are aligned to the South Carolina curriculum standards.

**Measures of Academic Progress (MAP)**--State-aligned computer adaptive tests that measure student's achievement and growth.

#### **South Carolina Reading Initiative-Middle Grades (SCRI-MG)-**

The South Carolina Reading Initiative (SCRI) is a four-year, intensive staff development effort carried out through study groups of teachers/administrators in participating schools across the state. SCRI has initiatives at the elementary school (SCRI K-5), middle grades (SCRI-MG) and high school (SCRI-HS). Led by a literacy coach, teacher/administrator teams meet to conduct systematic inquiry into reading research and practice and to discuss related issues and questions that arise in classrooms. The primary goal of SCRI is to enhance teacher and administrator knowledge in creating an environment that promotes effective literacy instruction.

**English/Language Arts (ELA)**—This is the core content area for English classes.

#### **Accelerated Reader (AR)—**

A reading product that makes essential reading practice more effective for every student, personalizes reading practice to each student's current level, assesses students' reading with four different quizzes, and builds a lifelong love of reading and learning.

#### **Positive Behavior Intervention and Support (PBIS)—**

A program designed to enforce positive behavior in all students and support those students needing assistance in their behavior.

#### **Teacher Advancement Program (TAP)-**

A strategy to attract retains, develop and motivate talented people to the teaching profession.

#### **End of Course Test (EOC)**

The state test given to students taking Algebra I and English I which are high school credited courses.

### **I Can Learn Lab (ICL)**

"I Can Learn" is an acronym, which stands for "Interactive Computer Aided Natural Learning." The system is complete software and hardware computer package for delivering standards based Algebra and Pre-Algebra courses to the K-12, College, and Adult Education markets. This education system captures the best instructional pedagogy and delivers this instruction through technology on a one-on-one basis to every student. In addition to providing students with a complete learning environment, our software also provides a complete classroom management tool that assists educators by providing all the feedback needed to ensure every student's success.

### **Sumter 17 Approved Curriculum**

The approved curriculum is a "blueprint" for pacing and lesson planning. Its structure includes best practices in order to help all students succeed at their current grade level. This curriculum was developed by Anderson 5 and purchased by Sumter School District 17 in 2005.

### **Classworks**

Classworks is comprehensive, standards-based, managed instruction, all aligned to local, state, and national standards. Based on your results, it individualizes each lesson according to each student's unique needs.

Classworks is used for on-grade level instruction, remediation, acceleration, or as a Response to Intervention. This research-based solution is proven to increase student achievement.

### **NCS Mentor**

This program provides scored student responses for English language arts (ELA) for PACT grades 3, 6 and 8, and for HSAP. It provides an opportunity for instructional personnel to learn how constructed response items and extended responses are scored in PACT and HSAP.

### **Testview**

Information stored in TestView allows teachers to view test scores from PACT and MAP in order to align instruction around their students need. Teachers understand that before they can begin to differentiate instruction based on student needs, knowledge about how each student is currently performing must be studied.

### **STAR**

This is an acronym, used to mean "Standardized Test for the Assessment of Reading." Standardized Test for Assessment of Reading (STAR) STAR Reading is a computer-adaptive, norm-referenced reading test. The STAR provides both criterion-referenced and norm-referenced scores.

### **CODE**

CODE is an acronym for Comprehensive On-line Data Entry. CODE is a document and data management system housing: School Plan (school goal, yearly cluster goal), Leadership Team Log, Cluster Meeting Records, Individual Growth Plans, Observation Data and Reports.

**TAP Cluster Meetings**

Cluster Meetings are a part of the Teacher Advancement Program. These meetings are held three times a week consisting of teachers in the same core content area. The Master and Mentor teacher for each core content area identify researched-based strategies to meet the identified student needs. There are two pieces of documentation: cluster Long Range Plans and the cluster meeting records. Both of these are stored in CODE. These two documentations serve as tools to plan and evaluate how cluster groups implement the identified strategies.

**TAP Team**

This team is the School Leadership Team for TAP. The team meets weekly for 60 minutes to discuss data analyze and determine yearly goals. Each meeting of the TAP Team is recorded in CODE. All members of the TAP team have completed five day training with certification through TAP.

The responsibilities of the TAP Team:

- Monitoring all aspects of instruction
- Goal Setting Activities
- Classroom Follow-up
- Goal attainment for cluster groups and individual growth plans
- Assesses evaluation results
- Maintains inter-rater reliability